DOCUMENT RESUME

ED 206 099 EA 013 878

TITLE	Competence Requirements: OAR 581-22-216. Standards Guidelines.
INSTITUTION	Oregon State Dept. of Education, Salem.
PUB DATE	Jul 80
NOTE	14p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Graduation Requirements; *Minimum Competency Testing; School Policy; Secondary Education; State Departments of Education; State Legislation; State Standards
IDENTIFIERS	Oregon; *Oregon State Department of Education

ABSTRACT

Oregon state law requiring the establishment of competence requirements for high school graduation are described and clarified in this document issued by the Oregon Department of Education. A competence guidelist provides behavioral objectives associated with each of six broad competence areas, including reading, writing, mathematics, speaking, listening, and reasoning. Suggestions for measuring and verifying student competence in these areas are provided. The guidelines include sample policies, procedures, and forms to assist schools in establishing their own standards and procedures. (JEH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education

ED206099

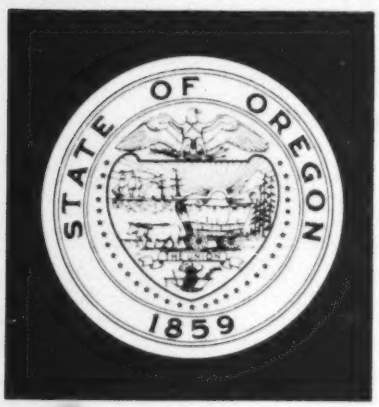
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

STANDARDS GUIDELINES



department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education
department of education

OREGON DEPARTMENT OF EDUCATION
SALEM, OREGON 97310

VERNE A. DUNCAN
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Myers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 013 878

Standards Guidelines

COMPETENCE REQUIREMENTS
OAR 581-22-316

July 1980

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310

STATEMENT OF ASSURANCE

Oregon Department of Education

It is the policy of the Oregon Department of Education that no person be subjected to discrimination on the basis of race, national origin, religion, sex, age, handicap, or marital status in any program, service, or activity for which the Oregon Department of Education is responsible. The Department will comply with the requirements of state and federal law concerning nondiscrimination and will strive by its actions to enhance the dignity and worth of all persons.

9515610001980

FOREWORD

In February the State Board of Education adopted revised standards for Oregon's public elementary and secondary schools. For the most part, the changes reflect a need for more precision and clarity learned from several years' experience with these Oregon Administrative Rules.

The guidelines on the following pages address OAR 581-22-316, Graduation Requirements; more specifically, they look at issues surrounding the competence requirements. Please keep in mind that the guidelines were developed in response to pressing questions from districts, and will receive further refinement as we gain more experience in the area of competence requirements. Districts are free to use or modify the suggestions in these guidelines to best suit local needs.

Department of Education guidelines which speak to other standards issues include:

The High School Diploma and Alternative Awards

Unit of Credit Requirements

Selecting Textbooks

Questions should be directed to the Department of Education, 378-3569, or toll free in Oregon 1-800-452-7813.

Verne A. Duncan
State Superintendent
of Public Instruction

TABLE OF CONTENTS

	Page
The Standard.	1
Competence Indicators	1
Competence Guidelist.	2
Measuring Competence.	3
Verifying Student Competence.	3
Recordkeeping	3
Sample Policy and Procedures.	5
Appendix - OAR 581-22-316	9

COMPETENCE REQUIREMENTS

Graduation Requirements

581-22-316 Each district school board with jurisdiction over high school programs shall award diplomas to all students who fulfill all school district requirements and all state requirements as described in the following sections and in district school board policies. A school district may award an alternative document to a student who has met some but not all of the graduation requirements....

(2) Competence Requirements
  (a) Each student shall demonstrate competence in:
    (A) Reading
    (B) Writing
    (C) Mathematics
    (D) Speaking
    (E) Listening
    (F) Reasoning.
  (b) Student competence:
    (A) Shall be verified by measurement of student knowledge and skills or measurement of student ability to apply that knowledge and skill;
    (B) May be verified through alternative means to meet individualized needs; however, the school district's standard of performance must not be reduced; and
    (C) When verified in courses, shall be described in planned course statements; challenge tests and/or other appropriate procedures for verification of competence assigned to courses must also be available.
  (c) In developing curriculum and criteria for verification, school districts should be guided by levels of performance required in life roles.
  (d) Competence in reading, writing, mathematics, speaking, listening and reasoning shall be recorded on students' high school transcripts. Competence, when verified prior to grade 9, shall be recorded on high school transcripts....

(See page 9 for the entire rule.)

The Standard

To graduate from high school, students must satisfy state and school district requirements for credits, competence and attendance. The State Board of Education's competence requirements are presented in OAR 581-22-316(2).

Competence Indicators

Students indicate competence by demonstrating their ability to read, write, use mathematics, speak, listen and reason. But how do we know whether students have acquired the knowledge and skills necessary for a satisfactory level of competence?

Competence statements for the six required areas, with related "competence indicators," are offered in the guidelist on the following page. Taken as a whole, the guidelist may be used to describe the competence expected as one of the requirements for graduation.

While school districts may use this guidelist or create their own list, agreement among districts on competence will help build greater consistency throughout the state. In any case, district administrators and teachers should be guided by their locally-adopted list when they plan curriculum and instruction in reading, writing, mathematics, speaking, listening and reasoning.

COMPETENCE GUIDELIST

Read

The student can comprehend everyday written material. Students indicate competence in reading when they can

- derive meanings from the written word
- understand written directions
- use maps, tables and diagrams
- find and use information in reference materials

Write

The student can perform everyday writing activities. Students indicate competence in writing when they can

- compose letters
- fill in forms
- convey clear explanations
- describe objects and places
- express their own opinions on paper

Math

The student can solve everyday mathematical problems. Students indicate competence in mathematics when they can

- add, subtract, multiply and divide
- mentally compute and estimate
- measure
- use calculators
- explain uses and limitations of computers

Speak

The student can convey orally clear directions and descriptions to others in everyday situations. Students indicate competence in speaking when they can

- ask and answer questions
- give directions
- describe objects and places
- discuss ideas
- defend their own opinions

Listen

The student can listen and respond appropriately to oral directions, questions and answers; and can understand ideas expressed verbally. Students indicate competence in listening when they can

- paraphrase questions and answers
- obtain meanings from discussions and speeches
- follow oral directions

Reason

The student can apply reasoning to identify and solve everyday problems and can use reasoning to evaluate consequences and reach decisions. Students indicate competence in reasoning when they can

- detect problems
- suggest different solutions
- evaluate likely consequences
- justify decisions

This guidelist should be used as a whole. Students who indicate competence in reasoning, for instance, will likely have some knowledge and skills to help them indicate competence in listening, speaking, mathematics, writing and reading. Such competence, furthermore, will help them meet credit requirements.

Measuring Competence

The foregoing competence indicators are not intended to be measurable as written. After the district has adopted a list of competence indicators for each of the six required competence areas:

- Measures must be provided in order to collect performance data; and
- The measures must reflect the level of student performance that will be acceptable to the community.

Example:

Competence Indicator--Students indicate competence in reading when they can derive meanings from the written word.

Measure--Given a business letter, the student will explain the purpose for which the letter was written and accurately identify the names, places and events described in the letter.

In addition, districts may choose to use standardized tests or other means of measurement. The Oregon Department of Education is developing guidelines which offer further information on measuring student competence.

Verifying Student Competence

OAR 581-22-316(2) provides that student competence may be verified through alternative means to meet individual needs as long as the district's standards of performance are not reduced. When competence verification is included in courses, challenge tests or other appropriate procedures for verification must be available for those students not taking the courses; e.g., the student has completed the course in another district.

When verified in courses, indicators of competence must be described in planned course statements and recorded on high school transcripts. Verification prior to grade 9 is permitted as long as such verification is recorded on the student's transcript. If indicators of competence are assigned to a specific course, the procedures to be used for verification must be made known to students.

Recordkeeping

Student attainment in each of the six competence areas must be recorded on the student's permanent record. (See OAR 581-22-717, effective 7/1/80.)* When a

*See also the Department of Education publication, Suggested Guide for School Districts: Student Records.

student transfers to another school, it is recommended that the "sending" school provide the "receiving" school with a record of student attainment in the six competence areas, along with a record of the indicators of competence which have (and have not) been met. Furthermore, it is recommended that the receiving district accept at face value the sending district's assurance of student competence. Clearly, the student transfer process will be simpler for those schools using equal or similar competence indicators.

SAMPLE POLICIES, PROCEDURES AND FORMS

Policy and Procedures

Competence Requirements

Forms

For guidelines on developing Permanent Student Record forms, please see the Department of Education's Suggested Guide for School Districts: Student Records.

> Reminder:
>
> The sample policy and procedures on the following pages are suggestions only; districts may alter them to best serve local conditions.

SAMPLE
POLICY--
COMPETENCE REQUIREMENTS

A. Authority — OAR 581-22-316(2)

B. Rationale — Students are expected to indicate their competence in reading, writing, mathematics, speaking, listening and reasoning by demonstrating their knowledge and skills. Schools have an obligation to help students achieve the indicators of competence which have been adopted by the school district. Such indicators may be verified through alternative means to meet individual needs as long as the district's standards of performance are not reduced.

C. Procedures

1. Each building principal or designee shall administer the building program including:

   a. Placement of indicators of competence in required course offerings consistent with grade span as identified in the program goals.

   b. Designation of teachers to verify indicators of competence.

   c. Proper recording of all verified indicators of competence.

   d. Development and distribution of precise written procedures informing students of the mechanics of the program and the indicators of competence to be verified.

   e. Notification of each student and parent or guardian on a semester basis concerning indicators verified and those yet to be verified.

   f. Enactment of procedures for a student who has been judged to be unable to meet the district-prescribed indicators of competence.

      - Convene a three-member panel of reviewers in consultation with the supervisor of student services.
      - Elicit recommendations from the review panel.
      - Make a decision on the basis of known facts and presented recommendations.
      - Develop a written plan stating how the student will be assisted to demonstrate the indicators of competence without reducing the district's standard of performance.

2. Satisfaction of an indicator of competence is not to be limited to a single grade level or a single course offering. Students below grade 9 shall have an opportunity to demonstrate indicators, if such students exhibit sufficient maturity and skills. An appropriate record shall be made on the student's permanent record.

3. Indicators of competence need not serve as the instructional focus of any offering.

4. No indicator of competence may be waived.

Graduation Requirements

581-22-316 Each district school board with jurisdiction over high school programs shall award diplomas to all students who fulfill all school district requirements and all state requirements as described in the following sections and in district school board policies. A school district may award an alternative document to a student who has met some but not all of the graduation requirements.

(1) Unit of Credit Requirements

(a) Each student shall earn a minimum of 21 units of credit to include at least:

(A) Language Arts—3 (shall include the equivalent of 1 unit in Written Composition)

(B) Mathematics—1

(C) Science—1

(D) U.S. History—1

(E) Global Studies—1

(F) Government—1/2

(G) Health Education—1

(H) Physical Education—1

(I) Career Development—1/2

(J) Personal Finance and Economics—1

(K) Applied Arts, Fine Arts or Foreign Language—1 (one unit shall be earned in any one or a combination).

(b) A district school board with a three-year high school may submit through the waiver process alternative plans to meet unit requirements.

(c) A district school board may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 21.

(d) A school district may grant high school credit for experiences prior to the ninth grade which are equivalent to high school courses within the school district; however, the granting of such credit cannot reduce below 21 the units of credit to be completed in grades 9 through 12.

(e) Planned course statements shall be written for courses in grades 9 through 12 and shall be available to students, staffs, parents, the district school board and other interested individuals.

(2) Competence Requirements

(a) Each student shall demonstrate competence in:

(A) Reading

(B) Writing

(C) Mathematics

(D) Speaking

(E) Listening

(F) Reasoning.

(b) Student competence:

(A) Shall be verified by measurement of student knowledge and skills or measurement of student ability to apply that knowledge and skill;

(B) May be verified through alternative means to meet individualized needs; however, the school district's standard of performance must not be reduced; and

(C) When verified in courses, shall be described in planned course statements; challenge tests and/or other appropriate procedures for verification of competence assigned to courses must also be available.

(c) In developing curriculum and criteria for verification, school districts should be guided by levels of performance required in life roles.

(d) Competence in reading, writing, mathematics, speaking, listening and reasoning shall be recorded on students' high school transcripts. Competence, when verified prior to grade 9, shall be recorded on high school transcripts.

(3) Attendance Requirements

(a) Twelve school years shall be required beginning with grade 1, except when the school district adopts policies providing for early or delayed completion of all state and school district credit and performance requirements.

(b) The district school board may adopt policies for alternative learning experiences, such as credit by examination and credit for off-campus experiences.

(c) With any modification of the attendance requirements for graduation, school district staff shall consider age and maturity of students, access to alternative learning experiences, performance levels, school district guidelines and the wishes of parents or guardians.